



Aiken Technical College

2008 Institutional Effectiveness Report

Office of Planning and Research
July 31, 2008

2008 IE REPORT TRANSMITTAL FORM

Fill in boxes and submit electronically with IE Report data

Name of person

submitting information: Richard A. Wells

The information included in the attached reports is current and correct to the best of my knowledge.

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**Institutional web address of
Mission Statement:**

www.atc.edu/theCollege_vision.htm

Date approved by Board of Trustees or Area Commission:

January 4, 2005

Date approved by Commission on Higher Education:

January 4, 2005

**Institutional web address of
Summary Report:**

www.atc.edu/downloads/2008IESummary.pdf

**Institutional web address of Title II Report:
(Four-year institutions only)**

NA

Check list of IE Reports due **August 1, 2008**

X	Summary Report (Posted on website and electronic copy to CHE)
X	Accreditation Table
NA	Sponsored Research Table
X	Professional Examinations Table
X	Success of Transfer Students (2-year only)

Date Submitted:

July 31, 2007

Submit electronically to: Sandra Carr – scarr@che.sc.gov

Should you have trouble with electronic submission, you can mail a hard copy to:

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2008 Institutional Effectiveness Report

Academic Advising

Aiken Technical College defines academic advising as a process through which the academic advisor assists students in the clarification of their life/career goals and in the development of educational plans for their successful realization of these goals. Through the exchange of information and regular communication, this decision-making process guides students toward their educational potential with emphasis on intellectual and personal growth as supported by Aiken Technical College's mission and purpose. As published in the College's *Advising Guide*, the following seven (7) goals for academic advising have been adopted:

- To provide relevant program-related information.
- To assist students in developing an educational plan consistent with life goals and objectives.
- To assist students in evaluating/re-evaluating progress toward established goals and educational plans, including the course selection process each term.
- To assist students in their personal development as it regards values, interests, aptitude, limitations, etc.
- To make referrals to other support services as deemed necessary.
- To assist students in developing their decision-making skills.
- To provide accurate information concerning Aiken Technical College's academic policies and procedures as well as college resources.

The purpose of academic advising at ATC is to assist students in developing educational plans that parallel their interests, personal goals, educational goals, and abilities. Student academic advising is more than course selection. It encompasses career counseling in that advisors must ensure that students are in the program of study most appropriate for their capabilities and goals. Effective advising is accomplished through a collaborative effort between students, advisors, and counselors. Academic advising should be done in a manner which complements the College's mission. Effective advising facilitates student success, thus aiding in student retention.

One measure used to evaluate academic advising at ATC is the Community College Survey of Student Engagement (CCSSE). The Community College Survey of Student Engagement (*CCSSE*) is a tool that helps us be intentional about assessing our educational practice and improving student outcomes. The CCSSE survey is administered directly to community college students during class sessions; asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention; and uses a sampling methodology that is consistent across all participating colleges. More than 310,013 community college students from 525 community and technical colleges in 48 states were included in the 2007 CCSSE sample.

Results from the 2006 and 2007 CCSSE survey indicate Academic Advising/Planning services were used by students at a 63% rate in 2006 and 66% in 2007, a 3% increase in use. Student satisfaction with Academic Advising/Planning services were 77% in 2006 and 82% in 2007, a 5% increase in satisfaction. Students rated the importance of Academic Advising/Planning services at 93% in 2007. In addition, Financial Aid Advising achieved a 67% satisfaction rating in 2006 and 68% in 2007, an increase of 1%. ATC exceeded the CCSSE Cohort College average (71%) by 11% and the SC Consortium College average (78%) by 4% for student satisfaction with Academic Advising/Planning.

ATC was a member of the South Carolina Consortium for the 2007 CCSSE survey administration. The consortium consisted of those institutions in the South Carolina Technical College System (SCTCS) participating in the 2007 survey. The College achieved the following results from the "Supplemental Questions" adopted by the South Carolina Consortium related to academic advising:

Question 1: With advising assistance from the college, I have set academic goals and created a plan for achieving them.						
Response	Aiken Technical College			SC Consortium Colleges		
	PT	FT	ALL	PT	FT	ALL
Strongly Agree	24%	31%	28%	23%	29%	26%
Agree	37%	47%	42%	46%	46%	46%
Disagree	15%	13%	14%	13%	12%	13%
Strongly Disagree	7%	4%	5%	5%	4%	5%
Not Use Advising	16%	5%	11%	13%	8%	10%

(n = 111 for part-time students; N = 342 for full-time students)

Question 2: The information that I have received from academic advisors has been accurate and up-to-date.						
Response	Aiken Technical College			SC Consortium Colleges		
	PT	FT	ALL	PT	FT	ALL
Strongly Agree	23%	33%	28%	25%	28%	26%
Agree	42%	48%	45%	48%	48%	48%
Disagree	15%	10%	13%	11%	11%	11%
Strongly Disagree	3%	3%	3%	4%	4%	4%
Not Use Advising	16%	6%	11%	13%	9%	11%

(n = 111 for part-time students; N = 341 for full-time students)

Question 3: My academic advisor is accessible.						
Response	Aiken Technical College			SC Consortium Colleges		
	PT	FT	ALL	PT	FT	ALL
Strongly Agree	15%	20%	18%	14%	17%	16%
Agree	59%	51%	56%	53%	52%	53%
Disagree	13%	13%	13%	20%	17%	18%
Strongly Disagree	13%	16%	14%	13%	14%	13%

(n = 111 for part-time students; N = 340 for full-time students)

Question 4: How would you rate the strength of your working relationship with your current academic advisor?						
Response	Aiken Technical College			SC Consortium Colleges		
	PT	FT	ALL	PT	FT	ALL
Excellent	24%	23%	23%	16%	21%	18%
Good	26%	33%	30%	32%	31%	32%
Fair	21%	20%	21%	23%	21%	22%
Poor	14%	16%	15%	12%	16%	14%
Not Applicable	15%	7%	12%	17%	11%	14%

(n = 110 for part-time students; N = 340 for full-time students)

Question 5: While attending Aiken Technical College, what has been your best source of academic advising (academic planning, course recommendations, graduation requirements, etc.)? [Choose one]						
Response	Aiken Technical College			SC Consortium Colleges		
	PT	FT	ALL	PT	FT	ALL
Non-faculty advisor	9%	11%	10%	9%	11%	10%
Faculty advisor	50%	53%	52%	46%	51%	48%
Friends, family, other students	22%	23%	22%	21%	23%	22%
Online registration/computerized advising	10%	7%	8%	13%	10%	12%
I have not received any academic advising	9%	6%	8%	11%	5%	8%

(n = 111 for part-time students; N = 341 for full-time students)

In addition, a number of “Special Focus Questions” were included in the survey for all CCSSE colleges. ATC achieved the following results from the “Special Focus Questions” related to academic advising:

1. By the end of my FIRST FOUR WEEKS at Aiken Technical College, I had met with an academic advisor to discuss my educational goals.			
Response	PT	FT	ALL
Yes	49%	61%	55%
No, I met with an advisor within 4 weeks, but we did not discuss my goals.	8%	7%	8%
No, I did not meet with an advisor by the end of the first 4 weeks.	28%	16%	22%
No, I have discussed my goals with an advisor, but not within 4 weeks.	10%	9%	10%
I do not recall	5%	6%	6%

(n = 115 for part-time students; N = 348 for full-time students)

5. Rate your overall satisfaction with Aiken Technical College’s processes for working with new students – including the admissions process, the financial aid office, new student assessment, your first class registration experience, etc.			
Response	PT	FT	ALL
Very satisfied	29%	38%	33%
Somewhat satisfied	50%	47%	49%
Somewhat dissatisfied	14%	10%	12%
Very dissatisfied	7%	5%	6%

(n = 116 for part-time students; N = 347 for full-time students)

The College also assessed the academic advising function using several student surveys and a review of College practices. The surveys included the Three-Year Alumni Follow-up Survey, the Graduate Survey, the New Student Survey, and the Spring Student Evaluation of Course and Instructor Survey (SECI). All survey data indicated students were “satisfied” with academic advising or rated academic advising as “good”. SECI results indicated the majority (92.3%) of students were satisfied with the “availability of my academic advisor”.

Majors and Concentrations – Assessment Activities

Assessment activities have been ongoing in ATC academic programs over many years. However, during the 2007-08 academic year, ATC faculty and administration made an extraordinary effort to redesign and implement a comprehensive outcomes-based assessment program. Faculty workshops were devoted to this task and the Dean of Teaching and Learning Excellence lead the redesign and implemented a comprehensive assessment of the program- and course-level student learning outcomes.

The assessment process includes the following characteristics and activities:

- Each program has a mission statement that follows from the ATC mission statement.
- The assessment program has a continuous cyclic timeline from January to December.
- The faculty has ownership and responsibility of the student assessment.
- Each program has an assessment plan, which includes program goals and assessments and program learning outcomes which are further delineated into course learning outcomes and assessments.
- ATC Core Educational Outcomes are assessed in three ways: (1) within appropriate program courses, (2) in the general education courses, and (3) with the MAPP (Measure of Academic Proficiency and Progress) test which is administered in the capstone course.
- Each syllabus includes course learning outcomes, appropriate Core Educational Outcomes, and assessment methods.
- Each program has a capstone course.
- Multiple assessment strategies including direct and indirect methods are used.
- Assessment results, conclusions based on the results and recommendations for improvement are recorded as faculty progress through their annual program assessment plan.
- Recommendations and conclusions derived from the assessment are used to improve instruction, courses, programs, and future program assessment plans. Additionally, recommendations that may require more substantial planning and or assistance are recommended for inclusion in the College’s annual planning process and budget requests.

The College has developed a conceptual framework for academic program assessment. Each academic degree program has a plan for assessment of student learning outcomes achievement at the course and program level. The ATC Core Educational Outcomes are embedded in program courses where appropriate, and each program contains general education outcomes that are inclusive of the seven ATC Core Educational Outcomes. The assessment results are analyzed and used for making changes that will improve student learning, program curriculum, instruction, course content, general education, ATC annual planning and budgeting.

The purpose of the program assessment process at ATC is to engage students in assessing and improving their learning and to determine how well the College is fulfilling its mission of providing

opportunities for educational, economic, professional, social, and personal development. The objectives of the ATC Program Assessment include the following:

- Increase students awareness of their own learning,
- Increase student achievement of learning outcomes,
- Provide another avenue for faculty to self-assess their teaching and improve instruction,
- Use the analysis of student learning outcomes to assist in design of new courses and revision of current courses,
- Define student learning outcomes to help programs determine in which courses each outcome is addressed, where unplanned redundancy and overlap occur, and where gaps are present,
- Improve academic programs,
- Clarify student expectations for learning outcomes and establish criteria for success and grading,
- Improve student advising on course or major selection based on publicized learning outcomes, and
- Improve promotional materials.

Majors and Concentrations – General Education

Aiken Technical College defines General Education as a set of eight core competencies: 1) written communication; 2) oral communication; 3) problem solving; 4) math; 5) technology; 6) research; 7) computer; and 8) social and interpersonal. These general education competencies have been further defined as Core Educational Outcomes which are evident in the instruction of general education programs and courses.

CCSSE results were also used as a measure of institutional effectiveness in the academic area. The College constructed a crosswalk for each of 7 ATC Core Educational Outcomes and the respective CCSSE survey item(s) related to those outcomes as a measure of student achievement. Below are each of the Core Educational Outcomes and the results achieved from the 2006 and 2007 CCSSE survey.

1. Graduates should be able to create and comprehend written communications.
 - CCSSE Survey Item 12c: *Writing clearly and effectively*
2006 = 58% (Quite a Bit/Very Much)
2007 = 60% (Quite a Bit/Very Much)
2. Graduates should be able to listen for understanding and express their views orally.
 - CCSSE Survey Item 12d: *Speaking clearly and effectively* = 60% to 61% (+1%)
2006 = 60% (Quite a Bit/Very Much)
2007 = 61% (Quite a Bit/Very Much)
3. Graduates should be able to use a variety of logic skills to evaluate and solve problems systematically.
 - CCSSE Survey Item 12e: *Thinking critically and analytically*
2006 = 70% (Quite a Bit/Very Much)
2007 = 71% (Quite a Bit/Very Much)
4. Graduates should be able to perform computational skills appropriate to their area of study
 - CCSSE Survey Item 12f: *Solving numerical problems*
2006 = 58% (Quite a Bit/Very Much)
2007 = 63% (Quite a Bit/Very Much)

5. Graduates should be able to comprehend appropriate technology commensurate with their area of specialization.
 - CCSSE Survey Item 12b: *Acquiring job/work-related knowledge/skills*
 2006 = 52% (Quite a Bit/Very Much)
 2007 = 63% (Quite a Bit/Very Much)
6. Graduates should have research and organizational skills necessary to locate, analyze and synthesize information.
 - CCSSE Survey Item 12g: *Using computing and information technology*
 2006 = 65% (Quite a Bit/Very Much)
 2007 = 73% (Quite a Bit/Very Much)
7. Graduates should understand contemporary social values and develop an appreciation for cultural diversity.
 - CCSSE Survey Item 12k: *Understanding people of other racial or ethnic backgrounds*
 2006 = 39% (Quite a Bit/Very Much)
 2007 = 46% (Quite a Bit/Very Much)
 - CCSSE Survey Item 12l: *Developing a personal code of values and ethics*
 2006 = 40% (Quite a Bit/Very Much)
 2007 = 46% (Quite a Bit/Very Much)
 - CCSSE Survey Item 12m: *Contributing to the welfare of your community*
 2006 = 24% (Quite a Bit/Very Much)
 2007 = 31% (Quite a Bit/Very Much)

Majors and Concentrations – Overall Educational Experience

CCSSE results are also used to assess students' overall educational experience at ATC. CCSSE utilizes a set of five benchmarks of effective educational practice in community colleges. These benchmarks allow institutions to monitor institutional performance on elements key to their success. The benchmarks include 38 engagement items from the survey that reflect the most important aspects of the student experience. The benchmarks are: 1) Active and Collaborative Learning, 2) Student Effort, 3) Academic Challenge, 4) Student-Faculty Interaction, and 5) Support for Learners. The following chart shows the comparison of benchmark scores achieved by ATC for 2006 and the increase in scores in 2007, as compared to the CCSSE benchmark score for all participating institutions.

Comparison of Benchmark Scores – All Students				
Benchmark	CCSSE	2006	2007	% Change
Support for Learners	50.0	51.4	54.3	+5.6%
Student Effort	50.0	51.8	55.0	+6.2%
Student-Faculty Interaction	50.0	51.4	55.2	+7.4%
Active and Collaborative Learning	50.0	50.9	55.0	+8.1%
Academic Challenge	50.0	50.2	54.5	+8.6%

ATC achieved the largest increase in benchmark score on Academic Challenge, improving from 50.2 to 54.5 for an 8.6% jump in one year. According to CCSSE, Academic Challenge is described as: "Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that

prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives.”

When compared to the benchmark score achieved by all institutions participating in the 2007 CCSSE survey who are accredited by the Southern Association of Colleges and Schools (SACS), ATC scored an impressive 9.5% higher rating (SACS = 50.4 – ATC= 55.2).

Students were also asked to rate their overall educational experience at Aiken Technical College. The following table presents results for the 2006 and 2007 survey disaggregated by enrollment status of part- or full-time.

How would you evaluate your overall educational experience at Aiken Technical College?						
Rating	2006			2007		
	Part-Time	Full-Time	All	Part-Time	Full-Time	All
Excellent	25%	26%	25%	30%	33%	32%
Good	62%	55%	59%	57%	56%	56%
Fair	12%	16%	14%	11%	11%	11%
Poor	1%	3%	2%	3%	1%	2%

(n = 116 for part-time; n = 348 for full-time students)

Students were also asked to rate the extent to which they have met their educational objectives as a result of their enrollment at Aiken Technical College. The following table presents the 2007 survey results for ATC compared to the SC Consortium Colleges. Ninety-three percent (93%) of ATC students responded “Strongly Agree” and “Agree” compared to 90% for the SC Consortium Colleges.

I am meeting my educational objectives as a result of my enrollment at Aiken Technical College.						
Rating	Aiken Technical College			SC Consortium Colleges		
	Part-Time	Full-Time	All	Part-Time	Full-Time	All
Strongly Agree	44%	45%	45%	40%	41%	40%
Agree	47%	49%	48%	50%	50%	50%
Disagree	4%	3%	4%	8%	7%	7%
Strongly Disagree	4%	3%	4%	2%	2%	2%

(n = 116 for part-time; n = 348 for full-time students)

Majors and Concentrations – Program Assessment Process

Program assessment is a continuous, feedback-loop process. The initial design of a program assessment plan starts with the review and study of the ATC vision, mission, values, and purpose statements. Each program develops/revises its own program mission statement that supports the ATC mission. An annual assessment cycle at ATC is accomplished through four basic steps:

1. Program assessment planning:
 - Formulating/revising program mission, goals and assessments, and program learning outcomes which further delineate into course learning outcomes and assessments
 - Creating/redesigning learning experiences to lead to outcomes achievement
2. Assessment and data analysis and conclusions:
3. Recommendations for:
 - Improvement in instruction, programs, courses, and assessment, student services
 - Annual planning and budgeting

4. Revise next year's annual assessment plan – the feedback loop:
 - Formulating/revising program mission, goals and assessments and program learning outcomes which further delineate into course learning outcomes and assessments
 - Creating/redesigning learning experiences to lead to outcomes achievement

At the end of an annual assessment cycle, faculty program coordinators submit an Annual Program Assessment Report which highlights:

1. Annual assessment results,
2. Conclusions based on assessment results,
3. Recommendations for improvements,
4. Plans for implementation of the improvements during the next academic year in:
 - Instruction
 - Program goals
 - Program curriculum
 - Program courses (learning outcomes, assessments, learning experiences, syllabi)
 - Other comments or recommendations, e.g., general education courses, advising, advertising, recruitment, tutoring, internships, or student services
5. Recommendations to be considered in the College's strategic/annual planning and budgeting processes of the College:
 - Update equipment/technology to meet business and industry standards
 - Modify program to meet business and industry needs and standards
 - Add faculty

The feedback-loop uses assessment results to revise as needed, the program's assessment plan, curriculum, instruction, equipment or technology, and annual planning based on the information learned from the student assessment process.

Majors and Concentrations – Program Reviews

The following program reviews resulted in specific recommendations for improvement and/or further development:

Associate in Engineering Technology

Recommendation for further development:

- Program mission and outcomes should be published in catalog and website including semester displays.
- Program website should be implemented.
- Program brochures should be utilized.
- Increase robustness of program advisory committee. Target engineering grads, managers, and maintenance personnel for involvement.
- Recommend looking at admissions standards for program. At this time, the admissions standards reflect college admission standards. We may want to increase admissions standards in Math.
- Recommend the addition of an Electromechanical or Mechatronics certificate to program offering that includes HMI software, Advanced PLC, and industrial automation topics.

- Work with Advisory committee to reconstruct vision, mission, and outcomes of program to reflect the needs of industry, the student, and articulation.
- Recommend the development of a remedial electronics fundamentals course.
- Recommend the implementation of more flexible delivery options for our students.
- Implement lab maintenance plan.

Associate in Industrial Technology

Recommendation for further development:

Hire additional faculty member to expand program; With the right amount of resources and locations, develop an open lab for the program; purchase motors, data projection equipment for classroom, laser alignment equipment to keep current with industry standards; purchase belts, sheaves, shafts, bearings to improve some of the IMT labs, and provide course release each semester for the Program coordinator to complete administrative duties and to maintain a quality program.

Recommendation for corrective action(s):

The Industrial Maintenance Program has strong enrollment, excellent job placement, successful students, and high industry need. The Program offers valuable education and training in demand by industry, by the public, and potential students need to be aware of the program. We recommend the College create a marketing plan targeted toward local industries and high schools.

Program Cluster: Automotive Technology

Recommendation for further development:

- General Education requirements need to reflect SACs standards within Associate of Occupational Technology. We need to have 15 general education credits, not including CPT 101. Change needs to be implemented.
- Program mission and outcomes should be published in catalog and website including semester displays.
- Program website should be implemented.
- Program brochures should be utilized.
- Classrooms should be upgraded with smart classroom technology.
- Implement a customer ordering, parts tracking software to assist with new community service initiative.
- Increase robustness of program advisory committee. Target local dealers for involvement.
- Increase partnerships with Aiken County Vocational Center's automotive program.
- Align Automotive courses with NATEF standards and match delivery of courses in a manner suited to NATEF standards.
- NATEF certification is critical to the ongoing success of the program.
- Implement ASE certifications as part of course structure within program.
- Complete lab renovation plan.
- Implement lab maintenance plan.

Academic Program Review: Five-Year Cycle

Program	07-08	08-09	09-10	10-11	11-12
Engineering Technology					
AD – Computer Electronics	X				
AD - Electronics	X				
Industrial Technology					
AD – Industrial Maintenance	X				
AOT – General Technology			X		
CT – Automotive Technology	EA				
CT – Welding			X		
CT – Air Conditioning/Refrigeration			X		
CT – Computer-Aided Design			X		
Computer Technology					
AD – Computer Technology		X			
Business Technology					
AD – Management		X			
AD – Marketing		X			
AD – Accounting		X			
AD – Office Systems	X				
Public Service					
AD – Early Childhood		X			
AOT – Paralegal		X			
AD – Human Services			X		
AD – Criminal Justice			X		
Health Sciences					
AD – Nursing	EA				X
AD – Radiologic Technology	EA				X
DP – Expanded Duty Dental Assisting			X (1)		EA
DP – Surgical Technology			X	EA	
CT – Pre-Allied Health		X			
University Transfer					
AD – Associate in Arts		X			
AD – Associate in Science		X			
CT – General Studies		X			

EA = External Accreditation Site Visit

(1) Program Review moved to 2009-10 to complete prior to SACS Reaffirmation.

Success of Transfer Students

Senior Institutions	Total Applied	Incomplete Applications	Complete Applications	Total Accepted	Total Enrolled	% Enrolled That Completed Applications	% Enrolled That Were Accepted	% That Completed Applications That Applied
University of South Carolina Aiken	157	44	113	87	50	44.2%	57.5%	72.0%
Lander University	4	3	1	1	0	0.0%	0.0%	25.0%
University of South Carolina Columbia	13	0	13	10	5	38.5%	50.0%	100.0%
University of South Carolina Upstate	4	1	3	3	1	33.3%	33.3%	75.0%
South Carolina State University	6	2	4	4	3	75.0%	75.0%	66.7%
TOTAL	184	50	134	105	59	Average		
						38.2%	43.2%	67.7%

Technologically Skilled Workforce

Aiken Technical College's mission, goals, and values, supported by appropriate policies and procedures, ensure that our academic program offerings support the economic development needs for a technologically skilled workforce in the College's service area of Aiken County.

Aiken Technical College's mission statement reads: *Aiken Technical College is a public, open-door, two-year, comprehensive institution of higher education established to provide citizens of Aiken County opportunities for educational, economic, professional, social and personal development. The College educates and trains students to provide an effective work force to support economic growth and community development through its focus on teaching and service.*

The College's commitment to providing a technologically-skilled workforce is evidenced by the following institutional goals and strategic objectives within our Strategic Plan:

Institutional Goal I: Empower our students through life-changing educational experiences to become productive and committed citizens.

Strategic Objective I.1: Create a student-focused environment to maximize student achievement.

Strategic Objective I.2: Evolve curricula so that each student receives an education that meets workforce and transfer needs.

Strategic Objective I.3: Graduate diploma and associate degree students who are able to perform in a technologically-complex society.

Institutional Goal II: Create customized workforce development solutions for partnering companies to enhance their profitability and growth potential.

Strategic Objective II.1 Design innovative training curricula provided through flexible instructional delivery systems that address the human resource development challenges of business and industry.

INSTITUTIONAL EFFECTIVENESS TABLES

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

Due August 1, 2008

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting “the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission’s current Inventory of Academic Degree Programs (<http://connect.che.sc.gov/AS400/Inven/Default.asp>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the “x”**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che400.state.sc.us/AcademicAffairs/Accreditation%20Guidelines.doc>.

Institution:

Aiken Technical College

Please type institution name in box.

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at:

http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm

ACCREDITING AGENCIES AND AREAS	Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at instituti on	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	An institution may be accredited by the AACSB or the ACBSP					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	X	X				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						

ACCREDITING AGENCIES AND AREAS	Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at instituti on	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Marriage and Family Therapy (MFTD) - Graduate degree programs						
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Masters and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)	X	X				
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						

ACCREDITING AGENCIES AND AREAS	Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at instituti on	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998

ACCREDITING AGENCIES AND AREAS	Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at instituti on	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
Veterinary Technology – Programs leading to the Associate's degree						
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)	X	X				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RETT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X	X		2004		05/2006
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the						

ACCREDITING AGENCIES AND AREAS	Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at instituti on	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	X	X				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate,						

ACCREDITING AGENCIES AND AREAS	Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at instituti on	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and non-degree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and non- degree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college						

ACCREDITING AGENCIES AND AREAS	Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at instituti on	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
programs						
Music (MUSN) – Non-degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)						7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or non- degree-granting programs						
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs						
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

7 7

THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D

Institution:

Aiken Technical College

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Reported for April 1, 2007- March 31, 2008

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2007 through March 31, 2008**. The following tables display the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Praxis exams are reported separately in the following table.

Please note that Praxis results are reported on all test-takers. Other exams are reported on first-time test-takers.

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
TEACHING AND RESEARCH SECTORS				
PRAXIS Series II: Core Battery Professional Knowledge				
PRAXIS Series II: Principles of Learning & Teaching (K-6)				
PRAXIS Series II: Principles of Learning & Teaching (5-9)				
PRAXIS Series II: Principles of Learning & Teaching (7-12)				
PRAXIS Series II: Specialty Area Tests				

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
<i>RESEARCH SECTOR</i>					
<i>ACC National Certification Exam in Nurse Midwifery</i>					
<i>American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)</i>					
<i>American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)</i>					
Council on Certification of Nurse Anesthetists Exam.					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse (BSN)					
<i>National Physical Therapist Licensing Exam. (PT)</i>					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
<i>North American Pharmacist Licensure Exam. (NAPLEX)</i>					
<i>Occupational Therapist, Registered (OTR)</i>					
<i>Physician Assistant National Certifying Exam. (PANCE)</i>					
<i>South Carolina Bd. of Law Examination</i>					
<i>Cytotechnology (ASCP)</i>					
<i>State Board Dental Exam-SRTA Exam.</i>					
<i>US Medical Licensing Exam. - Step I</i>					
<i>US Medical Licensing Exam. - Step II</i>					
TEACHING SECTOR					
National Council Licensure Exam. - Registered Nurse (BSN)					
<i>REGIONAL SECTOR</i>					
Council Licensure Exam-Registered Nurse (ADN)					
TECHNICAL SECTOR					
Aircraft Maintenance – Airframe					
Aircraft Maintenance – General					
Aircraft Maintenance – Powerplant					
Barbering					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic					
Emergency Medical Technician – NREMT Intermediate					
Emergency Medical Technician – NREMT Paramedic					
Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	01/2007 – 12/2007	9	9	7	77.8%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	01/2007-01/2008	50	50	34	68.0%
National Physical Therapist Assistant Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	07/2007, 08/2007	10	10	9	90.0%
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
SRTA Regional Exam. for Dental Hygienists					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					